IOWA PUBLIC CHARTER SCHOOL PROGRAM

APPLICATION PACKET FOR CHARTER SCHOOL STATUS AS AN INTERVENTION FOR ADDRESSING PERSISTENTLY LOW-ACHIEVING SCHOOL (PLAS) UNDER THE RESTART MODEL

Due Date: charter school applications will be received by December 15th of the year prior to opening

Opening Date: During SY 2012-2013

Iowa Department of Education **Grimes State Office Building** 400 East 14th Street Des Moines, IA 50319-0146

Charter Contact:

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Persistently Low-Achieving Schools Contact and **School Improvement Grant Contact:**

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State of Iowa **Department of Education**

Grimes State Office Building 400 E. 14th Street Des Moines IA 50319-0146

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If you have questions or grievances related to compliance with this policy by the lowa Department of Education, please contact the legal counsel for the Iowa Department of Education, Grimes State Office Building, 400 E. 14th Street, Des Moines IA 50319-0146, telephone number 515/281-5295, or the Director of the Office for Civil Rights, U.S. Department of Education, 111 N. Canal Street, Suite 1053, Chicago, IL 60606-7204.

INTRODUCTION

A school district with a school identified as persistently low-achieving under Section 1003g, choosing to apply for and receive a School Improvement Grant (SIG), must select one of the four federal intervention models:

- **Turnaround model.** Replace the principal and rehire no more than fifty percent (50%) of the staff, and grant the principal sufficient operational flexibility (including staffing, calendars / time, and budgeting) to implement fully a comprehensive approach to substantially improve student outcomes.
- **Restart model.** Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.
- <u>School closure</u>. Close a school and enroll the students who attended that school in other schools in the LEA that are higher achieving.
- Transformation model. Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness; (2) institute comprehensive instructional reforms; (3) increase learning time and create communityoriented schools; and (4) provide operational flexibility and sustained support.

In the context of Persistently Low Achieving Schools (PLAS), a charter school in Iowa is a public school created under the Restart Model. A Restart Model is one in which a school district converts a school or closes and reopens a school under a charter school operator, a Charter Management Organization (CMO), or an Education Management Organization (EMO) which has been selected through a "rigorous review process."

- A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools.
- An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to a school district.
- The purpose of the rigorous review process is to provide a school district with an opportunity to ensure that the operator will use this model to make meaningful changes in a school. Through the rigorous review process, a school district might, for example, require a prospective operator to demonstrate that its strategies are research-based and that it has the capacity to implement the strategies it is proposing.

A school district must have an approved charter school application (charter status) before implementing the Restart Model and accessing SIG funding. A charter school formed using the Restart Model must enroll any former student who wishes to attend the school, within the grades it serves.

The "charter," or contract, describes the school goals, standards, education design, governance, and operations. The degree of autonomy exercised by the charter school on issues such as curriculum and facilities is negotiated between the charter applicants and the local school board. The charter school is not a separate legal entity independent of the school district. It is a public school, defined uniquely by a charter, and remains within the school district.

The purpose of a charter school per 256F.1(3) shall be to accomplish the following:

- ✓ Improve student learning.
- ✓ Increase learning opportunities for students.
- ✓ Encourage the use of different and innovative methods of teaching.
- ✓ Require the measurement of learning outcomes and create different and innovative forms of measuring outcomes.
- ✓ Establish new forms of accountability for schools.
- ✓ Create new professional opportunities for teachers and other educators, including the opportunity to be responsible for the learning program at the school site.
- ✓ Create different organizational structures for continuous learner progress.
- ✓ Allow greater flexibility to meet the education needs of a diverse and constantly changing student population.
- ✓ Allow for the allocation of resources in innovative ways through implementation of specialized school budgets for the benefit of the schools served.

The goals for charter schools shall be to accomplish the following:

- ✓ Determine the impact of charter schools on student learning.
- ✓ Provide increased opportunities for parental choice.
- ✓ Provide opportunities for education innovation.

Charter School Development

School-centered governance, autonomy, and a clear purpose and design for how and what students will learn are the essential characteristics of a charter school. At the center of the charter is a clear statement of mission, goals, philosophy, values, and principles that serve to guide the creation and operation of the learning environment.

The charter school must implement innovative strategies and proven methods for improving student achievement which are developed around local academic content standards and based on effective, research-based methods and strategies.

The charter school shall embody a comprehensive design for effective school functioning, including data-driven instruction, research-based practices, assessment, classroom management, professional development, parental involvement, school management, and a commitment to creating a positive learning climate. This design shall align with the school's curriculum, technology, and professional development.

The charter application describes the school's design and delineates mutual agreements among the charter developer, the local school board, and other parties regarding such issues as: budget, employment, contracted services, governance, facilities, special education, content standards, curriculum, and assessment of students.

Application Process – General Information

All applications should reflect a vision that addresses the needs of all students that will be attending the school. Each successful charter school application will clearly identify the performance goals and objectives by which the achievement of all students will be measured. These goals are to be aligned with the overall district-wide goals for school improvement and student achievement.

Eligible Applicants (Developers) – A local school board will develop a charter school application with input from principals, teachers, and parents / guardians of students at the school designated as PLAS for the operation of a charter school within the boundary lines of the public school district.

The process of preparing to apply for Charter School Status under the Restart Model should consist of a series of meetings, dialogues, and negotiations between the appropriate district staff, community, and school board members. The open sharing of information and ideas between all parties is essential to the process and to the development of a successful public charter school.

Process for Agreement on Restart Intervention Model - Charter School

- 1. The school district will sign a Memorandum of Understanding (MOU) if agreement can be reached between the local bargaining unit and the local school board.
- 2. The school district will select intervention model following SF 2033.
- 3. The school district will complete a SIG application and submit to the lowa Department of Education.
- 4. If the SIG grant is approved, the school district will complete a charter school application.
- 5. If the charter school application is approved by the local board of education, the school district will submit the application to the Iowa Department of Education.
- 6. If the charter school application is approved by peer review, it will be submitted to the State Board of Education for approval.
- 7. If approved by the State Board of Education, the district may access SIG funds and implement the charter.

How to Submit a PLAS Charter School Application

- 1. Guidelines and forms for completing an application are provided by the lowa Department of Education in the "Application Packet for Charter School Status as an Intervention for Addressing Persistently Low Achieving Schools (PLAS) under the Restart Model' in the Options of School Choice section. (www.iowa.gov/educate/content/blogcategory/180/923/)
- 2. Submit the application to the local school board by October 1 for action.
- 3. Submit the locally approved application to the lowa Department of Education no later than sixty (60) days following local board action.
- 4. Be available for questions from the local school board prior to the date of the board meeting and at the meeting when the board will vote on the application.
- 5. Work with the local school board to assure the approved application is submitted to the Iowa Department of Education no later than sixty (60) days following board action.

Local School Board Responsibility

1. Local school boards should develop and adopt a rigorous review process if choosing an EMO or a CMO in addition to procedures, criteria, and weighting of the criteria to determine approval or denial of a proposed charter school status application. A local school board may elect to adopt the guidelines developed by the Iowa Department of

- Education outlined in this application packet. At a minimum, guidelines must reflect the criteria developed by the Iowa Department of Education and a rigorous review process under the EMO / CMO provision.
- 2. Receive and review all charter school status applications for converting an existing school.
- 3. In the review process, the board should include, at a minimum: (1) a person with a demonstrated knowledge of charter schools, regardless of whether that person resides within the district or not, and (2) a parent or guardian of a child that would be enrolled in the charter school.
- 4. The board should consider holding community meetings in the affected areas of the entire district to assist the local board in its decision to approve an application for charter school status.
- 5. The board shall accept or deny the application for charter school status within sixty (60) calendar days after the application is received. If the application is denied, written notice must be provided to the developer and to the lowa Department of Education within thirty (30) days after board action. The notice must specify the exact reasons for denial and provide documentation supporting those reasons. The Department contact is Del Hoover, Deputy Division Administrator, Grimes State Office Building, 400 East 14th Street, Des Moines, IA 50319.

Application Process: Instruction Information

- 1. The local board of education shall receive and review all applications for charter school conversions under the Restart Model.
- 2. The application must demonstrate the support of at least fifty percent (50%) of the teachers employed at the school on the date of submission of the application and fifty percent (50%) of the voting parents or guardians whose children are enrolled at the school. Note: Voting could include the following: signing a petition, a ballot, etc. Documentation is required, regardless of the method.
- 3. An application that is received on or before December 1 of a calendar year shall be considered for approval and for the establishment of a charter school at the beginning of the school district's next school year or at a time agreed to by the developer and the local school board.
- 4. The approved charter school application shall serve as the basis for the public charter school contract. All negotiations between the developer and the local school board on the application shall be conducted before approval of the application.
- 5. Upon Charter School Status application approval from the local school board, provide six (6) copies and one (1) original with original signatures of the approved application to the Department of Education by December 15.

Application Information

Application to the Iowa Department of Education - Upon a local school board's approval of a charter application, the local school board shall submit six (6) copies and one (1) original with original signatures to the Iowa Department of Education. The Department shall appoint, at minimum, five (5) individuals knowledgeable in student achievement and non-traditional learning environments to review the application for charter status. A reviewer shall not participate in the review of any application in which the individual may have an interest, direct or indirect.

Ranking of Application and Application Format - Applications shall be ranked on a point system. The maximum points for an application shall be 100. The maximum points for each criterion provided in Iowa Code section 256F.5 as amended by 2010 Iowa Acts, Senate File 2033, section 16, shall be as follows:

Overview – The mission, purpose, innovation, and specialized focus of the charter school. The maximum number of points that can be awarded is 40.

Questions to think about:

- O Why is the charter school being formed?
- O What is the purpose of the charter school?
- O What are the goals of the charter school?
- How do the goals between the charter school and the school district align?
- What is the research base being utilized?
- What specific population will be served?
- o What specific needs will be addressed?
- o How will students be organized for instruction?
- How will student achievement improve?
- What are the characteristics of the community including location, race, ethnicity, socioeconomic factors?
- What innovative (new or novel) approaches will be utilized in the charter school?
- What will be the specialized focus of the charter?
- Organization and Structure The maximum number of points that can be awarded is 10.

The description of the organization and structure shall include:

- The charter school governance and bylaws.
- The method for appointing or forming an advisory council for the charter school. The membership of an advisory council appointed or formed shall not include more than one (1) member of the local school board. The advisory council shall, to the greatest extent possible, reflect the demographics of the student population to be served by the pubic charter school.
- The organization of the school in terms of ages of students or grades to be taught along with an estimate of the total enrollment of the school.

- The method for admission to the public charter school. The admission policy shall support the purpose and specialized mission of the public charter school. A lottery process must be described in the application for a public charter school in the event that the number of applicants to the charter school exceeds the capacity of the public charter school. The admission process shall not discriminate against prospective students on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, religion, SES, marital status, or disability, except if a charter school limits enrollment pursuant to Iowa Code section 256F.4(3) which states: A charter school shall not discriminate in its student admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, or status as a person with a disability: however, a charter school may limit admission to students who are within a particular range of ages or grade levels or on any other basis that would be legal if initiated by a school district. Enrollment priority shall be given to the siblings of students enrolled in a charter school.
- The number, qualifications, and assignments of teachers and administrators to be employed. Hiring shall, to the greatest extent possible, reflect the demographics of the student population to be served by the public charter school.
- Procedures for teacher and administrator evaluation.
- Procedures for identification and implementation of professional development for teachers and administrators and the lowa teaching standards, including the opportunity to be responsible for the learning program at the school site.
- o A plan of operation to be implemented if the public charter school revokes or fails to renew its contract.
- The specific statues, administrative rules, and school board policies with which the public charter school does not intend to comply.
- <u>Facilities / Financial Support</u> The description of the facilities / financial support. The maximum number of points that can be awarded is 10.

The description shall include:

- The provision of school facilities.
- A thorough description of the facilities.
- The financial plan for the operation of the school including, at a minimum, a listing of the support services the school district will provide, and the public charter school's revenues, budgets, and expenditures. A narrative should accompany the financial plan.
- Assurance of the assumption of liability by the public charter school.
- The types and amounts of insurance coverage to be obtained by the public charter school.
- The means, costs, and plan for providing transportation for students attending the public chanter school.
- If using district transportation, explain the collaboration between the charter school and the district.

- If not utilizing district transportation, but planning to provide transportation for students, include a description of how the charter school will meet the transportation of its students.
- Student Achievement The defining feature of public charter schools is delivering quality, innovative (new or novel) educational options for all children. The charter school will have the potential for high student achievement when clear goals are set and an innovative educational program is used that is sensitive to the needs of the charter's targeted population. Measurable progress over time will be used to evaluate the charter school's goal attainment. Baseline data must be established during the school's first year. The maximum number of points that can be awarded is 40. The description shall include:
 - Performance goals and objectives in addition to those required under lowa Code section 256.7 (21) and 281 – Chapter 12, by which the school's student achievement shall be judged, the measures to be used to assess progress, and the current baseline status with respect to the goals. Iowa Code 256.7(21) and 281 - Chapter 12 includes:
 - a. Requirements that all school districts and accredited non-public schools develop, implement, and file with the department a comprehensive school improvement plan that includes, but is not limited to, demonstrated school, parental, and community involvement in assessing educational needs, establishing local education standards, student achievement levels, and, as applicable, the consolidation of federal and state planning, goal-setting, and reporting requirements.
 - b. A set of core academic indicators in mathematics and reading in grades four, eight, and eleven, a set of core academic indicators in science in grades eight and eleven, and another set of core indicators that includes, but is not limited to, graduation rate, postsecondary education, and successful employment in Iowa. Annually, the department shall report state data for each indicator in the condition of education report.
 - c. A requirement that all school districts and accredited non-public schools annually report to the department and the local community the district-wide progress made in attaining student achievement goals on the academic and other core indicators and the district-wide progress made in attaining locally established student learning goals. The school districts and accredited nonpublic schools shall demonstrate the use of multiple assessment measures in determining student achievement levels. The school districts and accredited non-public schools shall also report the number of students who graduate; the number of students who drop out of school; the number of students who are tested and the percentage of students who are so tested annually; and the percentage of students who graduated during the prior school year and who completed a core curriculum.

The board shall develop and adopt uniform definitions consistent with the federal No Child Left Behind Act of 2001, Pub. L. No. 107-110 and any federal regulations adopted pursuant to the federal Act. The school districts and accredited non-public schools may report on other locally determined factors influencing student achievement. The school districts and accredited non-public schools shall also report to the local community their results by individual attendance center.

- Non-academic goals that help the school address the specific needs of the school and the population to be served. Areas that could be targeted might be citizenship attendance, parent participation drop-out, etc. List and explain the selection of non-academic goals established for the charter school. Each goal must be measurable and align with the school's mission.
- The educational program and curriculum utilizing different and innovative instructional methodologies that reflect sensitivity to gender, racial, ethnic, and socioeconomic backgrounds. Services to be offered to all prospective students, including students with disabilities pursuant to the requirements of 281 – Chapter 41, English Language Learners (ELL), and other students considered "at risk," must also reflect the same sensitivities.
- o Statement that indicates how the public charter school will meet the purpose of a public charter school as outlined in Iowa code section 256F.1(3) which states:

The purpose of a charter school or an innovation zone school established pursuant to this chapter shall be to accomplish the following:

- Improve student learning.
- Increase learning opportunities for students.
- Encourage the use of different and innovative methods of teaching.
- Require the measurement of learning outcomes and create different and innovative forms of measuring outcomes.
- Establish new forms of accountability for schools.
- Create new professional opportunities for teachers and other educators, including the opportunity to be responsible for the learning program at the school site.
- Create different organizational structures for continuous learner
- Allow greater flexibility to meet the education needs of a diverse and constantly changing student population.
- Allow for the allocation of resources in innovative ways through implementation of specialized school budgets for the benefit of the schools served.
- Statements that indicate how the public charter school will meet the minimum state and federal statutory requirements of a public charter school as outlined in Iowa Code section 256F.4(2):

Although a charter school or innovation zone school may elect to comply with one or more provisions of statute or administrative rule, a charter school or innovation zone school is exempt from all statutes and rules applicable to a school, a school board, or a school district, except that the charter school or innovation zone school shall do all of the following:

- Meet all applicable federal, state, and local health and safety requirements and laws prohibiting discrimination on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, religion, SES, marital status, or disability. A charter school or innovation zone school shall be subject to any court-ordered desegregation plan in effect for the school district at the time the charter school or innovation zone school application is approved.
- ✓ Operate as a non-sectarian, non-religious public school.
- ✓ Be free of tuition and application fees to lowa resident students between the ages of five and twenty-one years.
- ✓ Be subject to and comply with Chapters 216 and 216A relating to civil and human rights.
- ✓ Provide special education services in accordance with Chapter 256B.
- ✓ Be subject to the same financial audits, audit procedures, and audit requirements as a school district. The audit shall be consistent with the requirements of Sections 11.6, 11.14, 11.19, 256.9, subsection 20, and section 279.29, except to the extent deviations are necessary because of the program at the school. The department, the auditor of state or the legislative services agency may conduct financial, program, or compliance audits.
- Be subject to and comply with Chapter 284 relating to the student achievement and teacher quality program. A charter school or innovation zone school that complies with Chapter 284 shall receive state moneys or be eligible to receive state moneys calculated as provided in section 257.10, subsections 9 and 10, and section 257.37A as if it did not operate under a charter school or innovation zone school contract.
- ✓ Be subject to and comply with Chapter 20 and 279 relating to contracts with and discharge of teachers and administrators.
- ✓ Be subject to and comply with the provisions of Chapter 285 relating to the transportation of students.
- ✓ Meetings and records of the advisory council are subject to the provisions of Chapters 21 and 22.
- The assessments to be used in determining student achievement and program goal attainment must be valid and reliable. Assessments should measure the knowledge and skills that are expected to be taught in the educational program.
- At a minimum, the state assessment required for accountability (ITBS/ITED or alternate assessment) must be used to assess achievement. The charter may require other assessments:
 - To identify the forms of assessments that will be used to monitor progress and measure academic growth.
 - To describe the process to be used to establish baselines for incoming students in reading, mathematics, and science. Baselines must cover the same grade levels required by state and federal laws as appropriate to the population of the charter school.

- To list the assessments that will be administered annually. If more than one test is to be used, indicate the grade levels for each test.
- To list school-specific assessments that are to be used such as end of course or authentic assessments (portfolios, projects, performances).
- To describe the process to be used in making evaluative comparisons, interpreting data, and determining the academic progress of all students. Data must be disaggregated to identify achievement for subgroups of students (gender, race, ethnicity, disabilities, SES, ELL).
- To describe the process for reporting student achievement and progress: (1) to students and parents, (2) to the local school board and the Iowa Department of Education, (3) to the wider public, and (4) to teachers and staff. Report of student performance as related to state indicators described in Chapter 12.8(3).

Application Format and Length –The application must follow the four-section format outlined above in the "Ranking of Application and Application Format". The developer will want to be sure to address each section so application readers can clearly understand the charter school being proposed. The total application length (not including appendix materials) should not exceed twenty (20) single-spaced, type- written pages. The application should be written in a manner that is direct and to-the-point, clear, and easy to understand.

Appendix – Applicants may include additional information that will help the lowa Department of Education in making a recommendation to the State Board of Education. Additional materials should be submitted in the Appendix section of the application, labeled as necessary. The following items shall be completed and also included in the appendix:

- Iowa Charter School Assurances Required
- Agreement to Comply Required
- Copy of Current Health Inspection Required
- Implementation Timelines Required
- List of Waivers Requested Required

Cover Sheet – A cover sheet shall be completed using the following as a template:

IOWA PUBLIC CHARTER SCHOOL PROGRAM Application Cover Sheet For Charter School Status as an **Intervention for Addressing Persistently Low-Achievement School (PLAS) Under the Restart Model**

School				
Address of Proposed				
Charter School				
Applicant (Developer)				
Address				
City, State, Zip				
Telephone (day)				
(evening)				
(fax)				
(other)				
Local School District				
Superintendent				
Superintendent Contact				
Information				
Brief description of proposed charter school (3-4 sentences)				
Building level & number of Students in the PLAS: Elementary School				
ballang level a flamber of s	radelles in the LEAS.	Middle School		
		High School		

Name of Proposed Charter

Checklist for Submission

Cover sheet Application Implementation Timeline (appendix) Assurances (appendix) Copy of Current Health Inspection Approval (appendix) List of requested state waivers (appendix)

Non-Application Information

Ongoing Department Review - A charter school shall be reviewed periodically by the Iowa Department of Education to ensure continuing compliance with the charter school's contract. The Department may schedule mandatory meetings with the administrators of all charter schools at the Department's sole discretion.

Charter Renewal – After the initial four-year contract for a charter school and at the end of each renewal period thereafter, the school board that established the charter school shall, in the absence of revoking the charter, take affirmative action to renew a charter school contract. The school board shall hold a public hearing on the issue of renewal and shall submit to the Department a copy of the minutes of the public hearing showing that a majority of the school board members voted in favor of renewal of the charter. Any action to renew a charter must specify the number of years, which shall not be more than four years, for which the charter was renewed by the school board.

A school board must submit a new application to the Department if the board modifies any of the terms of the original charter.

Revocation of the Charter – A charter may be revoked by the State Board or by the school board that established the charter if either board determines that one or more of the following occurred:

- The charter school has failed to meet the provisions set forth in the contract for the operation of the charter.
- The charter school has failed to comply with the provisions in Iowa Code Chapter 256F.
- The charter school has failed to meet generally accepted accounting principles for public entities.
- The charter school has failed to demonstrate improvement in student progress in reading, mathematics, and science from that which existed prior to the establishment of the charter school to the present as evidenced by achievement scores on the latest administration of the state assessment for which scores are available, or as evidenced by alternative but equivalent locally determined performance measures including, but not limited to, additional administrations of the state assessment, portfolios of student work, student performance rubrics, or end-of-course assessments.

Revocation by the Local School Board – A school board considering the revocation of a contract with its charter school shall notify the advisory council, the family units, and the teachers and administrators employed by the charter school at least sixty (60) days prior to the date by which the contract must be renewed but not later than the last day of classes in the school year. The decision of a school board to revoke or fail to renew a charter school contract is subject to appeal under procedures set forth in Iowa Code Chapter 290 by an affected student or parent of an affected student who is a minor.

Revocation by the State Board – If the State Board determines that reason exists to revoke a charter school contract, the State Board shall notify the school board and the advisory council of the charter school of the State Board's intention to revoke the contract at least sixty (60) days prior to the revocation of the contract, and the school board shall assume oversight authority, operational authority, or both oversight and operational authority. The notice shall state the grounds for the proposed action in writing and in reasonable detail. The school board may request an informal hearing in writing before the State Board within fourteen (14) days of receiving notice of revocation of the contract. Upon receiving a timely, written request for a hearing, the State Board shall give reasonable notice to the school board of the hearing date. The State Board shall conduct an informal hearing before taking final action. Final action to revoke a contract shall be taken in a manner least disruptive to the students enrolled in the charter school. The State Board shall take final action to revoke or approve continuation of a contract by the last day of classes in the school year. If the final action to revoke a contract occurs prior to the last day of classes in the school year, a charter school student may enroll in the resident district. The decision of the State Board to revoke a contract is solely within the discretion of the State Board and is final.

IOWA PUBLIC CHARTER SCHOOL PROGRAM **Charter Application Assurances**

Pursuant to Iowa Public Charter School Law, Chapter 1124, a developed application grant under the Public Charter School Program (PCSP) must meet all applicable federal, state, and local health and safety requirements and laws prohibiting discrimination on the basis of race, creed, color, sex, national origin, religion, ancestry, gender identity, sexual orientation, or disability. A charter school shall be subject to any desegregation plan in effect for the school district. At the time the school's charter application is approved, the charter shall:

- A. Implement: (i) the objectives of the charter school; and (ii) the methods by which the charter school will determine its progress toward achieving those objectives.
- Establish a working relationship between the charter school, the local school B. board, and the school district.
- Involve parents and other members of the community in the planning, program design, and implementation of the charter school.
- Request and justify waivers / revisions of any federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any State or local rules, generally applicable to the public schools, that the applicant proposes to be waived, or otherwise not apply, to the school.
- Participate for the life of the charter in all data reporting and evaluation activities as requested by the U.S. Department of Education and the Iowa Department of Education. This includes participating in any federal or State funded charter school evaluations or studies, final grant report documentation, and financial statements.
- Inform students and parents in the community about the charter school and about an equal opportunity to attend the charter school.
- G. Operate as a non-sectarian, non-religious public school.
- Be free of tuition and application fees to lowa resident students between the ages Н. of five and twenty-one years.
- ١. Will comply with all provisions of the Non-Regulatory Guidance – Public Charter School Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is over-subscribed.
- J. Be subject to and comply with Charters 216 and 216A relating to civil and human rights.

- Comply with federal laws including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act.
- Provide special education services in accordance with Chapter 256B. L.
- M. Ensure that a student's records, and if applicable, a student's Individual Education Program (as defined in section 602(11) of the Individuals with Disabilities Act) are transferred from a charter school upon the transfer of the student from a charter school to another public school, in accordance with the applicable law (P.L. 107-110, section 5208).
- Will comply with all provisions of the No Child Left Behind Act, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA) and assessments (P.L. 107-110).
- O. Be subject to the same financial audits, audit procedures, and audit requirements as a school district. The audit shall be consistent with the requirements of sections 11.6, 11.14, 11.19, 256.9 subsection 19 and section 279.29 except to the extent deviations are necessary because of the program at the school. The Department, the auditor of state, or the legislative fiscal bureau may conduct financial, program, or compliance audits.
- Be subject to and comply with Chapter 284 relating to the student achievement and teacher quality program. A charter school that complies with Chapter 284 shall receive state moneys or be eligible to receive state moneys as provided in Chapter 284 as if it did not operate under a charter.
- The charter school assures that it will not conduct a program of instruction until such time as:
 - The requisite health and safety and accessibility standards for the local school building have been met according to the local health and fire department inspectors;
 - Adequate equipment, materials, and guidance and counseling services are available; and,
 - 3. Conditions are adequate to provide for the economical operation of the school with an adequate learning environment.
- The charter school will maintain an active parent / guardian involvement process. R.
- Be subject to and comply with Chapters 20 and 279 relating to contacts with and S. discharge of teachers and administrators.
- Be subject to and comply with provisions of Chapter 285 and 282.18 subsection 10 relating to the transportation of students. (Note: A sending district shall make

payments to the charter school in the manner required under section 282.18 subsection 7).

U. Meetings of the advisory council are subject to the provisions of Chapters 21 and 22.

NOTE: A charter school shall not discriminate in its student admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, or status as a person with a disability. However, a charter school may limit admission to students who are within a particular range of age or grade level or on any other basis that would be legal if initiated by a school district. Enrollment priority shall be given to the siblings or students enrolled in a charter school.

WE, THE UNDERSIGNED, do hereby submit an Iowa Public Charter School Program application and agree to the conditions and assurances contained therein.

School District Superintendent Signature	Date
School District School Board President Signature	Date
School District Authorized Representative	Date
Charter School, Developer/Contact Person	Date